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ABSTRACT

A field tested workshop program to prepare rural women for education and job opportunities is described in this comprehensive manual for workshop leaders. An introductory chapter states program goals and philosophy and covers planning and implementing the workshops; topics include staff selection, publicity and recruiting, materials, workshop size and design, cost, funding sources, and evaluation. The remaining sections provide detailed information on the workshop components: orientation, values clarification, assertiveness training, information on jobs and education, and evaluation. Twenty workshop activities are described in detail including a statement of the purpose, a description of the group format to be used, a list of materials, and suggestions to the leader for facilitating desired outcomes. Three worksheets provide exercises to help women identify goals and values and formulate plans for achieving goals. The job and education component provides resource materials and activities to help participants identify interests, choose a school or college, get a job, and obtain financial aid. Sample evaluation forms ask participants to evaluate the usefulness of specific workshop activities and identify new knowledge acquired during the sessions. A sample workshop schedule and a bibliography of books and government publications on women and employment are appended. (JH)

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NEW DIRECTIONS FOR RURAL WOMEN

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Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
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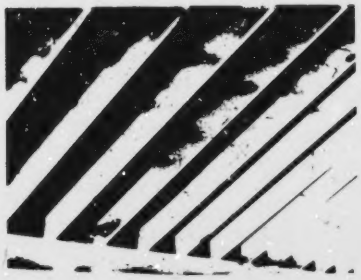

Women's Educational Equity Act Program
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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NEW DIRECTIONS FOR RURAL WOMEN
A Workshop Leader's Manual

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PREFACE

In 1978, a team based at Grailville, an education center and farm in Loveland, Ohio, designed and carried out a series of workshops. Aimed at women in three rural counties in southwestern Ohio, these events were sponsored by the Grail, an international Christian women's movement. The team's primary purpose in conducting the workshops was to field test a program which would prepare rural women for education and job opportunities. This manual is the result of that undertaking.

The project was funded by a grant from the U.S. Department of Health, Education, and Welfare, under the Women's Educational Equity Act (WEEA) of 1974. This legislation provides funding for activities which help to eliminate the inequity which prevents full and fair participation by women in educational programs and in U.S. society generally. The Grail Women's Educational Equity Project was undertaken with the hope of contributing to educational equity for women, particularly women in the rural areas of the United States.

The materials in this manual were tested and evaluated positively by three groups of white, working class and middle class women in Brown, Clermont, and Warren counties in southwestern Ohio. The expression "rural women" is sometimes used as if to refer to a specific, homogeneous group. In reality, "rural women" comprise a richness and variety worthy of conscious recognition: farm women, rural black women, women of Spanish origin, migrant women, Native American and Native Alaskan women, Appalachian women, and others. And, of course, when using these materials with rural women of different minority groups, it will be important to adapt the materials to their cultural reality. Even, *however,* in the small, relatively homogeneous population involved in the Grail WEEA project, the diversity was striking. Women from their early twenties to their early sixties, from Dutch, Italian, German, Irish, Anglo-Saxon, and Appalachian backgrounds participated in the workshops. Educational levels ranged from six months of formal schooling through graduate work. While some women had been born in rural Ohio or Kentucky, others had migrated from New England or Europe. While some co-managed farms, others raised families in relative isolation, with husbands commuting a hundred miles a day to Cincinnati factories.

Yet the spectrum of personal and social problems with which these women struggled, and the dreams and ambitions which drew them on, fostered a certain solidarity among them. May this manual contribute to the development of a similar solidarity among rural women in other parts of the United States.

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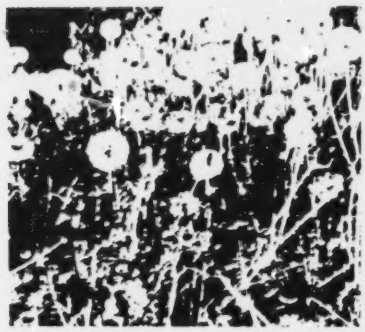


INTRODUCTION

PURPOSE

New Directions for Rural Women is a leader's manual for a series of workshops which prepare rural women for college or other career–related training. The materials contained in the manual are offered as a program resource for women's organizations, social agencies, and religious and civic groups providing leadership and service to women in the rural areas of the United States. These basic guidelines and suggestions for workshop activities will, we hope, enable members of community groups to respond, as workshop organizers and leaders, to the needs of rural women for career orientation and development.

The goals and methods of **New Directions for Rural Women** flow directly out of the stated needs of rural women for education in career development, personal growth and recognition, political participation and legal rights, and the preservation of rural values.[1] The workshops are designed to alert women to education and training possibilities in their local areas by building on a series of personal growth and exploration experiences. Small group participation, self-expression, values clarification and assertiveness training provide a foundation for the career investigation process. The overall purpose of the workshops, then, is not simply to get rural women into college or other career-related training. We aim, rather, to begin with them a process of self-exploration and goal setting that will strengthen and preserve their own deepest values as the basis of their career development.

A further purpose of the workshops is to help women become more aware of some of their rights. Both the form and the content of **New Directions for Rural Women** provide participants with information about education and related support services. This experience can influence educational expectations considerably. While developing awareness alone may not be sufficient to find solutions to problems which result from lack of opportunity in rural areas, certain educational experiences can be a step in the right direction.

EDUCATIONAL PHILOSOPHY

Two educational presuppositions inform **New Directions for Rural Women**. One is the conviction that a learner must be deeply involved and active in her own education for it to bear fruit. A great deal of time during the workshops is devoted to participant response and interaction. Consider, for example, the second activity, "Getting to know each other through photos," page 12, in which participants use photographs to say who they are, and what they want from the workshops. This is no mere optional session, leading up to the real nuts and bolts occupational information. It is, rather, a foundational experience in which women speak their word,[2] recognize one another, and shape the content and direction of the workshops. This manual, then, is not an inflexible curriculum, but rather, a tool to use in the design of a participant-centered workshop.

Our second educational principle is that the small group is the appropriate structure for this kind of education. The conflict between this assumption and the realities of the lives of many contemporary rural women is apparent. Sparse population and lack of good child care seem to favor an individualized educational delivery system through television, radio, correspondence courses, one-on-one counseling, or some combination of these.

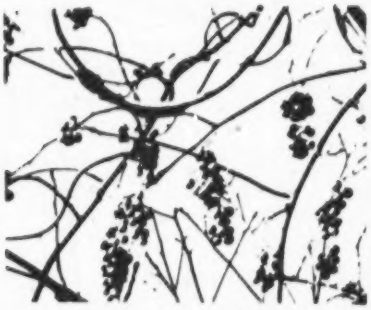
Again and again we have discovered, however, that crucial learning occurs in peer interaction. A woman from the Kentucky hills with little formal schooling assures a nervous college applicant that learning how to spell is not what makes her a good person. A young single mother, recently returned to school, arranges to accompany a ninth grade drop-out to register in the high school equivalency program (G.E.D.). Rural women often live their lives in relative isolation. They deserve a chance to share with and support each other, even if this means that workshops will be small.

WOMEN'S LIBERATION AND RURAL VALUES

Many rural women, with good reason, are wary of, if not hostile to the language and ideology of women's liberation, and will not attend a workshop employing this language and ideology. It seems wise, in most cases, to focus the workshops on the issues of education and jobs, and on the skills and self-understanding needed to attain them, rather than on "women's awareness," "women's oppression," or "women's liberation." Even the term "assertiveness" may alienate participants who would have no objections to the skills this term implies. Workshop recruiters and leaders are urged to be aware of this problem, and to formulate strategies accordingly.

The term "rural" may also be problematic for some participants. Although many people throughout the country are becoming more respectful of rural cultures, some of the women who could most benefit from **New Directions for Rural Women** may be unaware of this trend. We recommend designing and publicizing the workshops with the needs and values of rural women very much in mind, but not necessarily with the term "rural women" very much in evidence, unless you are quite certain that this will help your outreach effort.

WORKSHOP PREPARATION



STAFF

The **New Directions for Rural Women** staff should include one or two workshop leaders, one or more recruiters, depending on the size of your target population, and one or more child care workers, depending on need. The staff will, in many cases, be female. It is especially helpful when workshop leaders are female, since this provides role modeling for participants. Male child care workers, on the other hand, can contribute something toward new understanding of non-traditional job possibilities.

Because of the close-knit character of many rural communities, the ideal personnel situation is one in which as many team members as possible are known and accepted in the community. In any case, it is essential that members of the local community be involved in all phases of the project, from planning to follow-up, if the workshop is to be genuinely useful.

Although it is possible for one woman to lead the workshops alone, we recommend that two women share the leadership. This takes some of the pressure off any one individual and provides the participants with an experience of shared leadership.

Workshop leaders should have some previous experience of group facilitating, and should themselves have participated in an assertiveness training program. In addition, familiarity with various tools and practices – the *Occupational Outlook Handbook,* college admissions procedures, financial aid requirements, CETA, getting credit for life experience, and so forth – is important for effective leadership. Knowledge of the resources mentioned in this manual is a basic starting point.

The creators of these workshops also found it valuable to become familiar with the services, resources, personnel and programs of the U.S. Department of Labor, State employment services, and career placement offices in local schools and colleges. This network of agencies and services can provide an access route to education and jobs for workshop participants.

PUBLICITY AND RECRUITING

Despite the need which exists for career development education for women in rural areas, recruiting participants for these workshops may require considerable effort. Particularly if the program is your group's first effort of this kind, or if your foothold in the local community is tentative, you will need an effective publicity and recruiting strategy for the workshops to get under way.

It will sometimes be necessary for the workshop leaders to serve as recruiters as well. Many participants will learn of the workshops through personal contacts however, so if it is possible to expand the team, and therefore to include several more local women as recruiters, so much the better.

The best publicity approach is a multi-faceted one which includes announcements in local newspapers, church bulletins, the County Extension newsletter, public service radio spots, posters, flyers, advertisements in the classified section of the newspaper, and personal telephone invitations.

Posters and flyers can be placed in a variety of public places: libraries, supermarkets, co-ops, churches, drug stores, post offices, bowling alleys, doctors' offices, and so forth.

Flyers can also be mailed to prospective participants. Local women's organizations like the YWCA sometimes have a bulk mailing permit, and will allow announcements of projects like this one to be added to one of their regular mailings, thus increasing outreach while decreasing costs. Sponsoring organizations sometimes have their own mailing lists, but if this is not the case, try contacting the pastors of local churches for the names of women who may be looking for new directions. The Adult Education Office in your school district can provide names of women involved in their programs. Students in high school equivalency diploma programs are likely candidates since they are already taking positive steps educationally. Heads of Farm Bureau discussion groups, high school guidance counselors, and counselors at State employment services are also likely sources of contacts. Lastly, mention the workshops to your own friends and acquaintances; each of them can probably think of a woman or two who might benefit from participating.

A classified advertisement of the workshops should be placed in the "Miscellaneous" section of the local newspaper. The ad will probably look something like this:

> WOMEN: Come to the self-development workshop. Lots of information on skills, education, jobs and goal setting. It's free. Mon., Feb. 27, March 6 and 13, from 9:30 AM to 1:30 PM. Call Maria (398-3921)

This is short and appealing but does not give so much information that prospective participants rule themselves out before inquiring. The ad should appear several successive weeks so that women who are thinking over the possibility of attending will be reminded more than once.

For best results, supplement this ad by an article in the same newspaper announcing the workshop and providing details. Send out standard press releases on or just before the day you place your ad the first time; a slight time lag between the two is probably best for reinforcing awareness. Experience suggests that participants often see two or more announcements of a workshop before they decide to attend.

TARGET POPULATION

In designing a recruiting strategy, it is important to identify the group(s) you are attempting to contact. This targeting will influence not only where you place or send publicity, but also what kind of publicity you write, and when and where you schedule your workshops. Although the final workshop population may include a variety of women nevertheless, begin with distinct target groups such as: high school drop-outs; high school graduates; mothers with young children; mothers preparing for a second career now that their children are grown; underemployed women; CETA eligible women; students. Build your strategy around their reality. Consult, if possible, with two or three women who are actually part of that population. Check out your assumptions and plans with them.

MATERIALS NEEDED

In addition to the "materials needed" which are itemized at the beginning of each suggested activity (see Workshop Components, pages 11 to 34), overall workshop requirements include:

- Two rooms in the same building, one for the workshops, one for child care. (Having children and mothers in the same room is unworkable.)
- In the workshop room: two or three large tables, and several more chairs than the pre-registration number would indicate.
- In the child care room: toys, access to toilet facilities, access to a refrigerator and running water. (Don't assume that the child care worker will provide any equipment unless you check with her in advance.)

(Note: Churches are excellent locations for weekday workshops. They are often inexpensive if not free, and sometimes have kitchen and nursery facilities.)

- A collection of catalogues and brochures from local colleges, vocational schools, correspondence courses; materials on various trades and professions; books on career development; a copy of *The Dictionary of Occupational Titles*, the *Occupational Outlook Handbook* and the *Occupational Outlook Quarterly;* and any other material you can obtain from your State employment agency or elsewhere about careers and education. Display these on a table in the workshop room during all sessions of the program. Participants will browse profitably during lunch or coffee breaks.
- A set up for coffee and tea to help maintain a friendly atmosphere during the workshops. Sometimes participants take turns bringing snacks for the coffee breaks.

SIZE OF WORKSHOPS

There is no ideal number of participants for this program. Given the diversity of rural situations, the group could be as small as four, or as large as eighteen. If fewer than four women attend, the workshop need not be cancelled, but the leaders may find it difficult to sustain interaction in such a small group.

If more than eighteen women turn out, it is preferable to split the group. This might involve creating a completely separate workshop, or dividing the whole group into two, each with its own leader, whenever the manual recommends that an activity take place in the total group.

Sponsoring organizations might bear in mind, when planning and evaluating workshops such as these, that lack of transportation and child care, population sparsity and related conditions have caused, at least in part, the educational inequity this program is designed to combat. It would be a mistake to judge the success of these workshops by the number of women who have participated in them. This manual is based, in part, on workshops involving four Brown County women, which took place during one of the worst winters in Ohio history—workshops which were, nonetheless, judged worthwhile and replicable.

WORKSHOP DESIGN

We assume that **New Directions for Rural Women** will be implemented in a variety of rural situations. For this reason, the program includes a number of components which can be used separately or in combinations. These include "Getting Started," "Personal Assessment," "Introduction to Assertiveness," "Assertiveness," "Information on Jobs and Education," and "Evaluation" (see pages 12 to 34).

It is possible to use "Getting Started" and "Personal Assessment" together, as a one day workshop, or as two separate hour-and-a-half to two-hour workshops, depending on which design is more appropriate in the local situation. "Introduction to Assertiveness" and "Assertiveness" are similarly designed. "Evaluation" is the only component which, because of its brevity, is not appropriate for use as an individual session.

"Information on Jobs and Education" is an accordion component which includes, among other things, four packets that can be used by participants at home, or can serve as the basis of four separate workshops. The original design team hit upon these packets as the solution to a problem they encountered in their local area. Women in Brown County, when consulted about the feasibility of a five-day **New Directions** workshop series, were adamant that local women would spare no more than three days for such an experience. (The format developed for this three-day series can be found in the Appendix.) The packets were created in an attempt to get essential information to the participants within the constraints of the situation. Surprisingly enough, the packets were one of the most popular aspects of the program; participants consistently asked for duplicate packets to take home to their friends who had been unable to attend the workshop. The contents of the packets can also be reconverted into separate workshops, should local conditions warrant it.

SCHEDULING AND LOCATION

The needs of your target population(s) will influence workshop scheduling and location. Women at home with school-aged children have very different scheduling requirements from those of women employed outside the home: farm women's responsibilities vary from season to season. If it is at all possible, offer two series of workshops, one during the day, one in the evening.

Transportation difficulties will be a major obstacle for some women. Explore with members of your sponsoring organization the possibility of their providing transportation to the workshops. Another approach is to help arrange car pools among the women who express interest in the workshops. If you can offer transportation assistance of any kind, mention it in your publicity.

CONTENT

While flexibility is an important part of **New Directions for Rural Women**, it would be a mistake to omit "Getting Started" or much of the "Personal Assessment" or "Assertiveness" components of the program, out of a desire to get on to the "real" content. These activites are as intrinsic to the program as is "Information on Jobs and Education." Occasionally a participant will complain that personal introductions, values and assertiveness have nothing to do with preparation for college or careers. It is precisely this failure to see the connections between personal expression, values, education and jobs that makes for so much discontent in work and in school.

Likewise, no matter how pressed for time you are, never eliminate the periods of participant response and interaction in the workshops. In many ways the participants' expression, self-exploration and self-assertion are the primary contents of the program. Information after all, is available in libraries and employment agencies. Personal affirmation through small group interaction is a rare occurrence in many women's lives.

COST

The cost of these workshops will vary from one situation to another depending on the culture, environment, experiences, expectations, and education of the workshop leaders and participants.[3] The choice of staff, methods of publicity and recruiting, the target population, the materials used, the size of the workshops, the workshop design, scheduling, location, child care services, content, and methods of evaluation will all be factors which affect the cost. In the situations where the workshops were field-tested, the developers believe, on the basis of their experiences, that the cost would be competitive with other adult education opportunities. That would be approximately $35-$40 per participant in 1976 for three four-hour sessions.

It is up to the sponsoring organization or institution to determine what costs it can absorb, what can be covered by grants from local agencies or businesses, and what the participants themselves will pay. During the field tests, the workshops were free for the participants.

FUNDING

If your group or organization is unable to support these workshops financially, you may decide to look elsewhere for funds. If this is so, a number of possible fund-raising strategies exist. Many of the readers of this manual already have considerable experience in some of the traditional methods of raising money: bake sales, auctions, benefits, dinners. Because **New Directions for Rural Women** was designed to be an extremely low-cost program, these time honored methods of raising funds may be the easiest way of supporting these three specific workshops. If you feel that these approaches are not sufficient for your purposes, however, some of the following ideas may prove helpful.

Look, first of all, in your local community for support. Possible sources include federally supported manpower programs such as displaced homemakers and CETA, United Way, banks and businesses, the Rotary Club, farmers' organizations, Council of Appalachian Women. Make a list of everyone you know who might have access to money.

Don't hesitate to discuss your program and its need for funding with the local contacts you can identify, even if the chances of their funding you seem low. They may be able to put you into contact with someone who *will*. One possible tack might be to ask local groups or businesses each to sponsor one workshop participant, on a scholarship arrangement. Ten or twelve such sponsors could make a workshop a reality.

Churches and synagogues constitute other possible sources of support. Local clergy sometimes have access to limited discretionary funds for good causes. (It will be important for you to be convinced and convincing about the worthwhileness of this program if you are going to succeed at raising funds for it.) District-wide, conference-wide, synodal or diocesan social action committees often also give small grants.

Lastly, be sure to make whatever use you can of volunteers and donated services in your program; they are, after all, simply another way of funding your workshops. A church which cannot sponsor a participant may very well let you use their fellowship room for your sessions. The child care component of the program could, perhaps, be managed by a group of 4-H Club members or Girl Scouts interested in child development or community service. Some local senior citizens might also be able to help out. As with most other aspects of fund-raising, the possibilities here are only as limited as your imagination and initiative.

For more information on fund-raising and grantsmanship, see the three volumes prepared by Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103.

Mathews, Walter M., Hunter, Lisa, Campbell, Patricia B., and Robinson, Margaret. *The Guide. Developing Successful Proposals in Women's Educational Equity.* Volume I.

Mathews, Walter M., Hunter, Lisa, and Robinson, Margaret. *The Supplement. Developing Successful Proposals in Women's Educational Equity.* Volume II.

Mathews, Walter M., Hunter, Lisa, and Robinson, Margaret. *The Swipe File.* Volume III.

EVALUATION

Evaluation of these workshops is recommended for several reasons. First of all, accountability to participants and sponsoring organizations requires that workshop teams elicit some formal feedback from participants. In addition, ongoing evaluation and adjustment of the workshop process makes for an improved program. Lastly, constructive evaluation will help workshop teams to recognize their accomplishments as well as to learn from their mistakes.

Workshop teams will probably find two different kinds of evaluation helpful. The first, formative evaluation, involves examining, at various points in the process, the effectiveness of the team's initial plans and strategies. Adjustment of certain aspects of these plans and strategies can, and probably will follow formative evaluation.

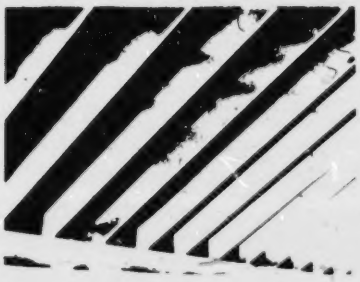
One example of formative evaluation might occur in relation to a publicity and recruiting strategy like the one suggested on page 4. After a team formulates such a strategy, it is only sensible to check from time to time on its effectiveness. If the evaluation indicates that use of the strategy has not resulted in the desired outcomes, the team will probably try a new approach.

The form of evaluation with which most people are familiar usually involves an oral or written evaluation at the end of a course or program. Sometimes both a pre-test and a post-test are included in the evaluation, to measure the changes that have occurred during an educational process. We recommend caution in this area, however. The experiences of the original workshop team suggest that the non-academic, non-official quality of the program was one of its most attractive characteristics. A pre-test, or even a detailed registration process might discourage potential participants who are lacking in self-confidence. The same information can be obtained by workshop leaders and recruiters recording whatever they are able to learn about the participants before and during the workshops.

The sample evaluation forms, pages 30 to 33, can be adapted for use in the last session of the workshop. These forms can be used to measure the educational process as well as workshop products such as enrollment in a college or vocational training program. They provide information about personal and attitudinal changes resulting from the workshops rather than easily measurable career-related actions.

Another phase of evaluation includes follow-up telephone interviews one and three months after the workshops. By this time, some participants may have begun to make decisions about careers, college enrollments and job changes. Even at this stage, however, many participants will still be digesting the workshops, as part of the long, organic process of career and life planning.

WORKSHOP COMPONENTS



INTRODUCTION

These workshops are designed so that the components can be arranged to suit the particular needs of the persons who attend the workshops. The developers recommend that the values and assertiveness elements be used in the first stages of the workshops to provide the groundwork for looking at specific information on education and jobs. We also recommend conducting a written evaluation after each workshop to determine if the session was helpful to the participants. An effort has been made to design workshops that require very simple materials. Leaders should feel free to make duplicate copies of the worksheets for participants. A sample format for workshops is given in the Appendix, pages 39-40.

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GETTING STARTED

Welcome and orientation to the workshops

THE PURPOSE OF THIS ACTIVITY: To welcome participants and to provide them with basic information about the workshops: the purpose, the staff, the sponsoring organization, the schedule, an overview of the content, and the educational philosophy implied in the activities.

FORMAT: The whole group is seated in a circle, to create an atmosphere of communication and informality. Information can best be communicated verbally.

MATERIALS NEEDED: Copies of the workshop schedule are optional.

RECOMMENDATIONS FOR USE: Keep this session short and to the point. Participant interest is more likely to be aroused by placing emphasis on the purpose of the workshops and on appealing activities planned for the future, than on details about the sponsoring organization. Invite questions about the proposed program at this time and regularly throughout the workshops.

Getting to know each other through photos

THE PURPOSE OF THIS ACTIVITY: To help participants to introduce themselves by using two or three photographs per person to facilitate communication. To begin forming a group.

FORMAT: Participants select photographs from a large display table, and then sit in groups of six to eight to introduce themselves. Each person places her pictures on the floor or table in front of her, facing out for others to see.

MATERIALS NEEDED: A collection of photographs which reflect human experiences, and particularly those of rural women. An excellent collection from which to choose is *Photolangage* which can be ordered from the Grailville Art and Book Store, Loveland, Ohio 45140, or directly from the publisher, Editions du Chalet, 36 Rue de Trion, F-69005 Lyon, France. Workshop leaders can also make their own photo collections from magazines and books. Should you choose to make your own collection, be sure to include pictures of women who look like the women in your area, and who do the kinds of things that women in your area actually do. This will help the workshop participants to identify with them.

RECOMMENDATIONS FOR USE: The workshop leader explains the purpose of the activity, and invites each woman to choose two or three photos that speak to her and help her to answer the following questions:

Who am I?

What is important to me?

What do I want to get for myself from these workshops?

The leader helps each participant to focus on these questions, especially the third. When giving directions at the beginning of the activity, it is helpful to assure the women that they are free to reveal as much or as little of themselves as they wish. Also, explain at this time that if two participants select the same photograph, they simply share it, each using the picture when it is her turn to speak.

Conducting this activity in a relaxed, leisured way will do a lot to make the participants feel at ease. It is important to remember that some of the women will be less accustomed to speaking out in a group than others.

ALTERNATIVE APPROACH: It is also possible for the verbal sharing to take place in the total group. This approach takes more time, however, and makes it more difficult for some women to speak out.

(Note: The "total group" as we are using it means all workshop participants and leaders meeting in one group.
"Small group" means that the total group of participants is divided into two or more smaller groups, usually with one leader in each. The actual size of the small group will vary depending on the size of the total group and the nature of the activity. These groups can be determined randomly, or by participants' affinities for one another.)

PERSONAL ASSESSMENT

Values related to work: an exercise

THE PURPOSE OF THIS ACTIVITY: To help participants focus on some of the work activities that have been significant for them in the past, and to identify the values involved in those activities.

FORMAT: Workshop leaders give directions for this exercise to the total group. Each participant completes the exercise individually, and then shares the results with another participant. The workshop leader can also collect a group profile from the participants at the end of the activity if time permits.

MATERIALS NEEDED: Pencils and copies of worksheets which can be found on pages 14 and 15.

RECOMMENDATIONS FOR USE: The workshop leader explains the purpose of the activity. She then distributes worksheets and pencils and asks the participants to list on the first worksheet (page 14) ten things they have done in the past two years. These can be discrete activities or ones that took place over a period of weeks or months. They can be paid or volunteer. Participants may list activities that they have enjoyed or ones they did because they felt they had to do them. If a participant protests that she cannot identify ten activities, accept as many as she can identify. The number of activities does not directly affect the outcome of the exercise.

After activities are listed, the participants read the list of value definitions on the second worksheet (page 15). Using this list, they reread their ten activities, checking off the values that characterized each activity. Finally, they total the number of checks in each column of boxes. These totals indicate which values are more or less important for the participant.

Each woman will then rank her values from highest to lowest on the reverse side of the worksheet, thus formulating a list of what values have been characteristic of her activities in the past. Pairs of participants compare their lists using the following questions:

Which of these values were important for you? Why?

Which were least important for you? Why?

Were you surprised by any of these results?

Some participants may point out that they did not choose to do what they did in the past, so the exercise does not really reflect what they value. We feel, nonetheless, that it does reflect a certain reality in their lives. The imposed limits of this activity provide a contrast with the less limited fantasy exercise which follows. The time frame, too, shifts from past to future, making for varied experiences.

ALTERNATIVE APPROACHES: If time permits, it may be useful to have the participants rank the list of values before they begin the exercise. This list—the one they would have thought reflected their values—can then be compared to the actual list that is generated on the basis of the activity.

A values clarification exercise which may supplement or substitute for this activity is the "Value Survey" in *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* by Simon, Howe and Kirschenbaum.[4] This exercise is focused on general values rather than on those related primarily to work.

Values related to work: an exercise

TEN THINGS I HAVE DONE:	1. ACHIEVEMENT	2. SERVICE	3. BEAUTY	4. WORKING ALONE	5 CREATIVITY	6. CALM AND COMFORT	7. HEALTH	8. LEARNING	9. LOYALTY	10 ENJOYMENT	11. MONEY	12. BEING IN CHARGE	13. SKILL	14. TEAMWORK	15. RECOGNITION
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															

Values related to work: an exercise

1. ACHIEVEMENT: I feel proud and satisfied when I'm finished.
2. SERVICE: I enjoy looking after other people or helping them.
3. BEAUTY: I enjoy making lovely things, being in lovely places.
4. WORKING ALONE: I like to work by myself.
5. CREATIVITY: I like to make or do things in a brand new way.
6. CALM AND COMFORT: I like work that doesn't upset me.
7. HEALTH: Doing things that are good for my body is important to me.
8. LEARNING: I like work that develops my mind and skills.
9. LOYALTY: It's important to me to strengthen bonds with my family, my church, the town I live in.
10. ENJOYMENT: I have fun while doing this.
11. MONEY: I get a sense of satisfaction when I am paid for my work.
12. BEING IN CHARGE: I like making the decisions, taking responsibility.
13. SKILL. I developed this ability over a period of time and I use it well.
14. TEAMWORK: I enjoy working closely with other people.
15. RECOGNITION: I like getting the proper credit for a job well done.

Dreams and fantasies: an exercise

THE PURPOSE OF THIS ACTIVITY: To enable participants to become aware of their hopes and desires through the use of fantasy. To help them to formulate concrete plans for attaining some of these desires.

FORMAT: Leader gives directions for this exercise to the total group. After the written part of the activity is completed, participants break up into groups of four to six to share their plans.

MATERIALS NEEDED: Pencils, blank pieces of paper, and copies of the worksheet on page 17.

RECOMMENDATIONS FOR USE: The workshop leader explains that the goal of this activity is for each participant to become more aware of what she wants. It may be helpful to comment that women in this society are generally encouraged to think about *what is needed* rather than to think about what they want. The leader directs the participant to write on the top of a blank sheet of paper: "What I want:" and then to record whatever she can think of that she wants, whether it's possible to actualize these fantasies or not. Emphasize that this is a fantasy exercise. Cost, availability, family approval, and free time are not to be taken into consideration.

Encourage the women to be specific. A fantasy like "I want to be beautiful" is probably too general to be accomplished, but "I want to lose fifteen pounds" is an achievable goal. The leader should also encourage participants not to give up too soon; identifying wants is a new experience for many women.

After the women have finished writing, invite them to select at least five of their most wanted fantasies, and to rank them, from most to least wanted, in the first column of the worksheet (page 17).

In the second column, participants list at least one concrete step they will take toward getting what they want. Lastly, the workshop leader asks each woman to project, on the basis of previous experience, what she will probably do to stop herself from getting what she wants in each situation and to write this in the third column. This third part of the activity is recommended because experience suggests that self-defeating habits and rationalizations are more easily overcome when they are identified.

After the sheet is completed, the participants form groups of four to six, and each woman shares at least one fantasy, what steps she will take to realize it, and the self-defeating strategy she might possibly employ.

ALTERNATIVE APPROACH: A fantasy exercise which can be substituted here is "Mobilizing your energy for change" in *Women as Winners* by Jongeward and Scott.[5]

Dreams and fantasies:
an exercise

	WHAT I WANT (put the thing you want the most first, then the second, and so on.....)	CONCRETE STEPS toward getting what I want	How I might try to STOP MYSELF
1.			
2.			
3.			
4.			
5.			

INTRODUCTION TO ASSERTIVENESS

"I am good at . . . . .": an exercise

THE PURPOSE OF THIS ACTIVITY: To provide each participant with an experience of speaking positively about her activities and experiences; to reinforce assertive, non-apologetic behavior.

FORMAT: All the participants are seated in a circle.

MATERIALS NEEDED: None

RECOMMENDATIONS FOR USE: Before beginning "Introduction to Assertiveness," it is important to read "Women's Liberation and Rural Values" (page 2). After explaining the purpose of the activity, the leader invites each woman to share with the group something that she does well, using the sentence "I am good at ------," or "I am a good ------." Encourage participants to share something they really believe they are good at, and to be convincing. Reminders about body language are appropriate here—if a person slumps in her seat and mumbles it doesn't matter what she says. Also, the leader reminds participants that she doesn't want to hear what they are *not* good at. The leader confronts, in a playful way, any negative language which diminishes the value of the participant's abilities. "I *guess* I'm a good cook." "I'm good with children, *but* I don't have a *real* job." "I *kind of help* my husband with the planting and harvesting." It is important that the leader exhibit self-confidence in leading the activity since she will be serving as a role model for the participants.

Obstacles: an exercise

THE PURPOSE OF THIS ACTIVITY: To enable each participant to focus on persons and situations that may make it difficult for her to do what she wants, as a step toward change. To help the women to recognize some of the similarities in their situations. To generate a supply of problem situations for participants to use in role playing later in the workshop.

FORMAT: Participants are seated in a circle for the first half of the exercise; they form pairs to compare their obstacles.

MATERIALS NEEDED: Pencils, and copies of the worksheet on page 19.

RECOMMENDATIONS FOR USE: After explaining the purpose of the activity, the workshop leader invites each participant to list, on the worksheet, the names or titles of anyone she will encounter in arranging to get further training or education. Ask the participant to consider:

Her personal life---husband, children, parents, and anyone else who influences her.

The institution in which she hopes to enroll---college, vocational training school, or government program.

The support services she will need---child care, transportation, financial aid, and so forth.

After the names and titles have been listed, suggest that the participants use the second and third columns of the worksheet to indicate what they will need from each of the persons listed, and what specific difficulty they anticipate in this transaction. The more specific each woman can be in each situation, the more likely it will be that she can overcome the obstacle.

After the participants have listed their obstacles, ask them to find partners and compare their lists. This can be done in various ways: for example, one person can read her first entry, and check to see if her partner has listed any similar situations; the partner follows suit.

After the participants have compared their lists, it is sometimes helpful to tabulate in the whole group the five most frequently mentioned obstacles. Some of the women may also need time to express their sense of surprise or isolation after hearing each other's

Obstacles: an exercise

People I may have to deal with	About what (needs)	Difficulties involved

obstacles.

Finally, ask the women to keep their lists for use in role playing later in the workshop.

ALTERNATIVE APPROACH: Groups which have experienced difficulty with fantasy activities may prefer to use a prepared check list of possible obstacles. This list can be made somewhat open-ended by leaving space for participants to add unlisted obstacles at the end.

Such a list can be adapted from the assertiveness quotient questionnaire in Phelps and Austin, *The Assertive Woman*.[6] The adapter needs to take considerable care that activities which might seem to be in conflict with rural values be edited from the list, and that examples relevant to participants' situations be added.

ASSERTIVENESS

Broken record: a role play
Saying "no": a role play
Interviewing for a job: a role play

THE PURPOSE OF THESE ACTIVITIES: To enable participants to practice asserting themselves in a variety of situations.

FORMAT: If there is only one workshop leader with skill in assertiveness training, all three techniques are introduced to the total group one at a time; role playing follows each introduction.

If there are two or three leaders available, and the number of participants warrants it, the total group can be broken into small groups of four to six; one group is involved in each activity. Participants can then choose between "broken record," "saying 'no,'" and "interviewing for a job," or if time permits, the groups can rotate, round-robin fashion, allowing the participants to participate in all three activities.

MATERIALS NEEDED: None. The list of situations with which participants may expect to have difficulty, drawn up during the "Obstacles" activity, may be useful here but is not strictly necessary.

RECOMMENDATIONS FOR USE: The workshop leader explains the purpose of the activity and introduces one of the three techniques described in the passages following these recommendations. She then encourages participants to choose situations from their everyday lives, and to role play them, using the assertiveness technique just introduced. It is often helpful, in getting started, for the leader to role play with a volunteer before the other participants begin role playing with each other.

BROKEN RECORD: This is a technique used by a person in order to get what she wants. The first step is to identify what is wanted—the use of the family car, a refund on a purchase, agreement about going to work or to school, shared child care, and so forth. The person

asks for what she wants and continues to repeat her request no matter what objections are raised. This repeated asking is termed "broken record." It is important to make no excuses, to avoid getting angry, and to be sympathetic to the objector's feelings, but to continue repeating what is wanted until it is obtained, or a workable compromise is achieved. This technique is discussed in detail in Smith's *When I Say No I Feel Guilty.*[7]

SAYING "NO": This is a variation on "broken record." The participant identifies a situation in which someone wants her to do something which is in conflict with what she wants to do at that time. Examples include requests to play games with the children, to mend an article of clothing, to stay home from class, and so forth. The participant says "no" to repeated requests, firmly and without hostility, recognizing the feelings of the person making the request, but making no excuses for her refusal, until the requests cease or a workable compromise is reached. Saying "no" is discussed in detail in Austin and Phelps' *The Assertive Woman.*[8]

INTERVIEWING FOR A JOB: In this role play, a participant describes a job she would like to have, and another participant or the workshop leader interviews her for that position. Questions often asked in job interviews include, "Why are you interested in working for this company?" "What are your strengths?" "What are you weaknesses?" "What do you hope to be doing in ten years?" Further information about job interviews, including suggestions to make to the participants during the role play, can be found in *How to Get a Job.*[9]

"Bill of Rights": a discussion

THE PURPOSE OF THIS ACTIVITY: To bring to participants' consciousness certain rights; to make room for the expression of different opinions.

FORMAT: Discussion can take place in the total group, or in several small groups, depending on the time available.

MATERIALS NEEDED: Pencils and copies of the "Bill of Rights" found on this page.

RECOMMENDATIONS FOR USE: After explaining the purpose of the activity, the workshop leader distributes copies of the "Bill of Rights," and asks participants to indicate next to each statement whether they agree, disagree, or are unsure. After most of the participants have finished writing, each person is invited to share a statement she agrees with, and a statement she disagrees with. The workshop leader establishes a climate where there is no "right" or "wrong" opinion but rather one where each person has an opportunity to express her views and to answer questions for the purpose of clarifying her position.

"Bill of Rights"

As a person I have the right to:

express what I think and feel in the company of all kinds of people.

have a responsible place in my church and my community.

be treated as a capable adult.

get the kind of training or education I need, in my local area.

know that my children are properly cared for while I am getting that training.

have access to adequate, affordable transportation in my local area.

respond to the needs of my family and my community.

make decisions and take responsibility for them.

have my opinions treated with respect.

receive financial assistance from the government for my education without losing my self-respect.

say "I disagree."

value my age and experience

take some time every day away from my husband and my children without being a poor spouse and parent.

INFORMATION ON JOBS AND EDUCATION

Using outside speakers

THE PURPOSE OF THIS ACTIVITY: To make available to participants specific information on services and opportunities provided by local colleges, universities, school districts, vocational training schools, and government agencies. To help participants become at ease when dealing with representatives of institutions.

PERSONNEL AND MATERIALS NEEDED: Speakers such as admissions and financial aid officers, career development counselors, minority recruiters, representatives of the Comprehensive Employment and Training Act (CETA) and other government agencies. Speakers who can address the subject of the occupational outlook for your local area will be particularly helpful here. Speakers sometimes provide literature on their institutions and services.

FORMAT: Generally, the speaker simply addresses the participants in a group. A question and answer session follows. If more than one speaker visits the workshop at a time, a panel may be organized. Occasionally a slide show or videotape may be part of the presentation.

RECOMMENDATIONS FOR USE: The workshop leader should meet with the speaker in advance, or at least discuss the nature of the group with her or him in some detail. Questions gleaned from "Getting to know each other through photos" (page 12) can be given to the speakers before they come to help them prepare for the session. Be cautious about inviting totally unknown speakers to the workshop. Some participants, already lacking in self-confidence, may mistake a speaker's use of professional terminology for their own inability to succeed in school or job. In some instances, it may be preferable for you to present the information yourself, rather than to allow an outside speaker to reinforce participants' misgivings.

ALTERNATIVE APPROACH: Field trips by the whole group to local institutions can also be an effective way of introducing participants to work and training possibilities. Visits by groups to colleges, State employment services, and so forth, must be arranged in advance.

Packets: Activities to do at home
Packet #1: Interests and Directions

THE PURPOSE OF THIS PACKET: To increase participants' awareness of their own interests and career possibilities. To alert participants to services and courses related to these interests and possibilities which are available through local institutions and agencies.

FORMAT: Pamphlets, brochures, or booklets similar to those described below are packaged in a large envelope labeled "Packet #1: Interests and Directions." Worksheets accompany this information in the packets.

MATERIALS NEEDED:

- 9" x 12" envelope.
- *Introduction to the World of Work*, a booklet listing job titles in twenty general categories, adapted from the *Dictionary of Occupational Titles*, and obtainable from the Ohio Bureau of Employment Services, 145 South Front St., P.O. Box 1618, Columbus, Ohio 45316. This is particularly useful if supplemented by regional occupational outlook information.
- Brochures describing high school equivalency programs (G.E.D.) in school districts in the local area.
- Information on credit and non-credit courses broadcast over the educational television (NET) and radio stations in your area.
- *Guide to Independent Study Through Correspondence Instruction*, a list of courses available from accredited colleges and universities; obtainable from National University Extension Association, Book Order Dept., P.O. Box 2123, Princeton, N.J. 08540, $2.00.

(If this is too expensive for you to include, be sure to provide participants with the reference so they can order it individually.)

And/or

- *The Directory of Accredited Home Study Schools*, a partial list of subjects offered by accredited home study schools, available free from the National Home Study Council, 16061 Eighteenth Street, Washington, D.C. 20009.
- Brochures describing the Comprehensive Employment and Training Program (CETA) in your area, and other on-the-job training or apprenticeship opportunities.
- Two worksheets drawn up and duplicated by the workshop leader to help the participant thread her way through the various materials. See next column for worksheet suggestions.

RECOMMENDATIONS FOR USE: This packet is most appropriately presented to participants after they have completed the "Personal Assessment" component of the workshop (pages 13 to 16). The workshop leader explains, before distributing the packet, that its purpose is to help participants consider a variety of job possibilities, and to make them aware of local schools and agencies where they can actually prepare for or begin these jobs. It is helpful to acknowledge to the group that this may seem like a great deal of new information to digest. The worksheets in the packet are designed to assist them in finding their way through the information, however.

Lastly, explain that there will be a time for asking questions and reporting on the "homework" at the beginning of the next workshop.

ALTERNATIVE APPROACH: If time permits, it is also possible to use the contents of the packet as the basis for an additional workshop. In this case, the workshop leader explains the purpose of the workshop, and introduces the material in the packets. Participants complete the worksheets individually, and then move into pairs or small groups for sharing.

Worksheet suggestions for Packet #1: Interests and Directions

THE PURPOSE OF THIS WORKSHEET: To assist participants in identifying information in Packet #1 which is particularly relevant to them.

MATERIALS AND FORMAT: Dittoed, mimeographed, or photocopied sheets which fit into Packet #1 along with brochures and booklets.

RECOMMENDATIONS: Workshop leaders, or whoever draws up the worksheet(s) may find it helpful to follow this general procedure:

1. Call the participant's attention to a particular brochure or group of brochures.
2. Suggest that she focus her attention on a specific section of the brochure from which it is possible to select items of particular interest or relevance to her career goals. For example, ask her to read through the degree programs offered at the local community college or the course listings at the county vocational school.
3. Ask a specific question such as "Do any of the jobs (items, programs) listed here sound particularly interesting to you?" "Do any of these colleges and universities offer programs related to your career goals?"
4. Suggest that the participant write down, in a space provided on the worksheets, any of the items, job areas, and so forth that did interest her.

Those who are uncertain about their interests or career directions may find it helpful to begin by considering the hundreds of job titles listed in *Introduction to the World of Work*, or a similar publication. Others may prefer to omit this activity, although many women are unaware of the thousands of job possibilities that exist, so that this is probably a useful activity for most participants.

The workshop leader will take into account her knowledge of the needs and interests of the group in sequencing the introduction of the remaining materials. The important thing is to focus each step of the process, so that the participant isn't overwhelmed.

Handout for
Packet #1: Interests and Directions

TWO APPROACHES TO EDUCATION AND JOBS

At the present time there are two relatively different approaches to getting further education. The first is the more familiar—enrolling at an educational institution and taking a prescribed course of study. The second involves assessing one's prior learning experiences and designing an individualized educational program to assist in getting the information, skills, and competencies needed to reach one's goals.

There are also two different ways of getting a job. In the first, an applicant identifies a job which already exists and is being advertised publicly or privately; she then convinces an employer that she is qualified to do the job. In the second approach, a job seeker identifies the kind of work she would like to do and then finds an employer to hire her to do it. Starting one's own business is a variation on this approach.

Neither of these two approaches is better; the choice depends on a person's style and interests. The workshops in which you are involved use activities which relate to both approaches and are intended to support you no matter which approach you prefer.

The Council for the Advancement of Experiential Learning (CAEL) has developed a variety of materials to assist faculty, students and administrators in maximizing and integrating learning from employment, volunteer activities, travel, special accomplishments, and so forth, into overall educational and career development. A complete list of CAEL publications can be obtained from:

CAEL Publications
Educational Testing Service
Princeton, New Jersey 08540

They are especially helpful for persons seeking to design their own educational programs.

For persons wishing to design their own jobs, Richard Bolles's book *What Color Is Your Parachute?* is a useful resource.[10]

Mary Gindhart

Packets: Activities to do at home
Packet #2: How to Choose a School or College

THE PURPOSE OF THIS PACKET: To introduce participants to some of the questions that need to be considered in choosing a school or college. To encourage and support their exploration of some of these questions at a local college, vocational school, or university.

FORMAT: As in Packet #1, printed information in booklet form and a worksheet are packaged in an envelope for distribution to participants.

MATERIALS NEEDED:

- 8½" x 11" envelope.
- *Look Out For Yourself, Helpful Hints For Selecting a School or College*, available from the U.S. Department of Health, Education and Welfare, Office of the Assistant Secretary for Education, Washington, D.C. 20202. This booklet is recommended because it raises the major questions facing prospective students, and is available without charge. Its vocabulary and syntax may make it too difficult for some workshop participants, however.
- Copies of the worksheet to be found on page 26.

RECOMMENDATIONS FOR USE: This packet will probably be most useful if introduced at the end of the "Assertiveness" component. By this time, considerable diversity will be evident among the participants; while many will be undecided about the direction in which they wish to move, others will be looking toward college or vocational school, and still others will be focusing on employment, or on-the-job training. For this reason, it seems advisable to offer a choice of three packets – this one, as well as Packet #3: How to Get a Job, and Packet #4: Financial Aid.

Workshop leaders who identify further needs for information in their groups are encouraged to design additional packets. Possible subjects for these packets include how to start a cooperative, and how to start a small business.

Before distributing the packet, it seems advisable to explain that the assignment includes visiting a school or college in order to get further information about it. It may be difficult to get participants, even those who are quite interested in the workshop, to take this kind of initiative. Helping the women in advance to organize themselves into pairs for the excursion, or suggesting that they consider trying to get the information over the telephone, may make the activity more possible for some of them.

ALTERNATIVE APPROACH: As with Packet #1, if time allows, this packet can become the basis of an additional workshop. One fruitful approach is to invite the women at the end of the assertiveness workshop to choose between exploring a local school or college, and exploring the job-finding process. Explain that the next workshop will include a field trip to a local school or college, and a field trip to a government employment agency. Spend some time deciding which school or agency each group wants to visit. Then distribute *Look Out for Yourself* and *How to Get a Job* for reading before the next session.

At the beginning of their field trips, the two groups each spend some time raising questions about the materials they have read, and deciding on their goals for the trip, the schedule, and so forth. A joint session at the end of the day for processing the experience is also recommended.

Worksheet suggestions for Packet #2: How to Choose a School or College

Read *Look Out for Yourself.* Underline the parts that seem important to you.

Next, using what you have learned about schools and colleges where you might like to study, choose one school to investigate.

Find out the answers to *at least five* of the following questions. All of them could be important to you. To do this, you may visit the school in person, or you may telephone the admissions office.

If you visit the college in person, you would probably make an appointment with someone in the admissions office before you go. The important thing is that you increase your knowledge about the school you're interested in.

What are the entrance requirements?

What are the requirements for completion of a course, program, or degree?

Who are the faculty? How often do they teach?

Do graduates from the school or program of your choice find jobs when they graduate?

Is academic counseling available?

Does your study program require an off-campus internship or other on-the-job experience? Does the school place you — or will you be responsible for finding a position? Will you pay tuition during this off-campus experience?

What will be your learning environment?

What equipment is available at the school?

What are the total student costs?

Financial aid — what amount can you plan on?

Will you need special equipment to participate in the programs?

If you drop out of school, will you be able to get a refund?

Does the school participate in State, Federal, or private financial aid programs?

Is there a financial aid officer to advise students and process applications?

What are the terms for aid?

What are the major sources of information on financial aid?

Is the institution equipped to serve your academic needs?

Is the institution equipped to meet your personal needs?

What additional services does the school offer such as day care, transportation, women's sports?

Does the school accept credits from other schools? Do other schools accept the institution's courses?

What are the completion or graduation requirements?

Is it possible for you to flunk out?

Does the school have a conduct code, a disciplinary policy, and a grievance procedure?

Packets: Activities to do at home
Packet #3: How to Get a Job

THE PURPOSE OF THIS PACKET: To introduce participants to basic job-hunting skills. To help them become familiar with government employment services in their area.

FORMAT: As in the two packets already described, this packet includes booklets or flyers such as those described below, and a worksheet designed by the workshop leader.

MATERIALS NEEDED:

- 8½" x 11" envelope.
- *How to Get a Job*, a booklet which discusses, in an understandable fashion, career possibilities, job hunting, applications, interviews, resumes and related topics. Available without charge from the Ohio Bureau of Employment Services, 145 South Front Street, P.O. Box 1618, Columbus, Ohio 43216.

Or

- Some other brief, understandable publication on the job-hunting process, which may be available in your area. Another such publication we have found useful is:
- *How to Get the Job You Want*, by Phyllis Martin. This is a reprint of a series of articles that appeared in the *Cincinnati Post*, and can be obtained by writing to *How to Get the Job You Want*, the *Cincinnati Post*, 800 Broadway, Cincinnati, Ohio 45202.
- A worksheet drawn up and duplicated by the workshop leader. Suggestions for designing this worksheet are found in the second column on this page.

RECOMMENDATIONS FOR USE: This packet will probably be most useful if it is made available along with Packet #2: How to Choose a School or College, and Packet #4: Financial Aid. See page 25 for the rationale behind this suggestion.

The experience of visiting a State employment agency or CETA office will probably be most satisfying for the participants if they have some preparation for the visit. One way to do this is to set up a role play of the visit during the assertiveness workshop. Another possibility is to add the right to assistance in obtaining employment to the "Bill of Rights" discussion and let the women raise each other's awareness of what they can expect from the government. Without preparation, the women may find a trip to such an agency discouraging. On the other hand, a bureaucratic government agency is an excellent place for women to begin practicing newly acquired assertiveness skills.

ALTERNATIVE APPROACH: See "Alternative approach," Packet #2, page 25, for a variation on this design.

Worksheet suggestions for Packet #3: How to Get a Job

THE PURPOSE OF THIS WORKSHEET: To assist participants in identifying information in Packet #3 which will be useful to them in the job-hunting process. To support participants in exploring services available through their State employment agency and/or CETA.

MATERIALS AND FORMAT: Dittoed, mimeographed, or photocopied sheets which fit into Packet #3 along with the printed materials described in the first column on this page.

RECOMMENDATIONS: The worksheet should direct the participants to the important sections of *How to Get a Job* or whatever publication is being used. Suggest that the women do any exercises which are included in the book, and that they underline the material that seems particularly important to them. Encourage them to keep track of any questions they may have about the information they encounter, and allow time for discussion of these questions at the beginning of the next session.

The second purpose of the worksheet is to encourage the participants to visit their local CETA office or State employment agency. (See under "Recommendations For Use" on this page for further suggestions concerning this activity.) The worksheet should therefore provide addresses and phone numbers of all the government employment or training agencies in your area. The sheet should also include a number of questions to be investigated at the agency, such as:

"How do I go about registering for employment services?"

"Does this agency provide any aptitude or vocational preference testing? If so, is there any cost?"

"What information does this agency provide about job openings, and the occupational outlook for this area?"

Packets: Activities to do at home
Packet #4: Financial Aid

THE PURPOSE OF THIS PACKET: To introduce participants to different methods of obtaining financial aid.

FORMAT: As in Packets #1, 2, and 3, this financial aid packet includes booklets and brochures such as the ones described below, and a worksheet.

MATERIALS NEEDED:

- 9" x 12" envelope.
- *A Student's Guide to Five Federal Financial Aid Programs*, by the U.S. Department of Health, Education and Welfare, Office of Education. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, Document 1977-246-622.
- *Meeting College Costs*, a booklet that helps participants determine whether they are eligible for financial aid, and how to apply. Available without charge from the College Entrance Examination Board, College Board Publication Order, Box 2815, Princeton, N.J. 80540.
- Applications for *Basic Educational Opportunity Grants*, available at your post office.
- Information on or applications for financial aid from a local college or university.
- *Financial Aid Form* for the current academic year. College Scholarship Service, Box 2700, Princeton, N.J. 08540. The Financial Aid Form (FAF) is a document used to collect information for determining a student's need for financial aid. An applicant submits the FAF to the College Scholarship Service (CSS) where it is analyzed.
- Applications for educational grants which may be available from your state.
- A worksheet similar to the sample worksheet on this page.

RECOMMENDATIONS FOR USE: The contents of this packet may prove difficult reading for some participants; on the other hand, some women will be highly motivated in this area. It is important to communicate that there is financial aid available, and that many women find it impossible to receive further education without aid.

As with the other packets, allow time during the workshop following distribution for participants to raise questions. Some problems in this area may be quite detailed, however, so that the workshop leader should be ready to do some individual counseling or to provide referrals. Be prepared with information about financial aid officers at local institutions, or other members of the community with experience in this area. Often parents of college students have a lot of experience with financial aid.

ALTERNATIVE APPROACH: An entire workshop on financial aid can be developed using the materials in this packet. If this alternative is chosen, consider inviting a financial aid officer from a local college, or a loan officer from a bank, or both, to handle questions from the group, and possibly to meet with individual women.

Worksheet suggestions for
Packet #4: Financial Aid

This packet contains the following:

- *A Student Guide to Five Federal Financial Aid Programs*, a brochure on financial aid at (name of local school, college, or university) to give you some idea of the way financial aid works at one particular institution.
- *Meeting College Costs*, which helps you to understand what money is available, how much college costs, how to determine your need for financial aid, and how to apply for it.
- A *Financial Aid Form* which is used to determine eligibility for financial aid.
- An application for a *Basic Educational Opportunity Grant* from the Federal government.
- (Titles of any other materials the workshop leaders may choose to include.)

You should read all of these.

Underline the parts that seem important to you in your situation. If you don't understand something, put a question mark next to it in the margin. Find out the answers to your questions, either from the workshop leaders, or from the financial aid officer at the vocational school or college you wish to attend.

EVALUATION

Written evaluation of the workshops

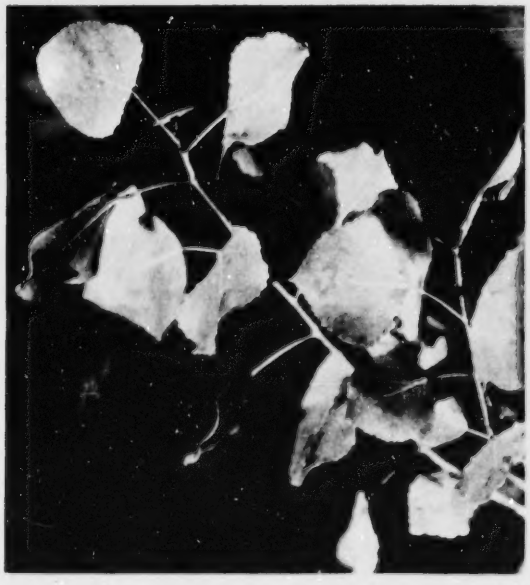
THE PURPOSE OF THIS ACTIVITY: To enable participants to express what they learned, and what they liked and disliked about the workshops. To provide workshop leaders and sponsors with written feedback on the women's experiences.

FORMAT: Participants are seated informally around the meeting area.

MATERIALS NEEDED: Pencils, and copies of the evaluation form on pages 30 to 33.

RECOMMENDATIONS FOR USE: Workshop leaders should adapt the evaluation form to their own situation.

The administration of the evaluation is fairly straightforward: explain the purpose and distribute the forms. Discourage requests to take the evaluation home and return it later. Even if some of the women need to leave the workshop early, allow enough time for them to complete the evaluation before departure. Experience suggests that most evaluations not completed in the workshop will be lost.



SUGGESTED EVALUATION FORM, PART A

New Directions for Rural Women

	Yes	No	I don't know or don't remember
Should there be programs for women only?	_____	_____	_____
Should the government sponsor programs for women only?	_____	_____	_____
Should there be more educational opportunities for women in rural areas?	_____	_____	_____
Was it hard to arrange transportation to get to these workshops?	_____	_____	_____
Did you think the meeting room was comfortable?	_____	_____	_____
Was the baby sitting arrangement adequate?	_____	_____	_____
Did you like bringing your own brown bag lunch?	_____	_____	_____
Did you learn from other people in the group?	_____	_____	_____
Did other people have the same problems you have?	_____	_____	_____
Did you enjoy using the pictures when you introduced yourself?	_____	_____	_____
Did you learn anything about yourself when you wrote down ten things that you had done and checked off the values they had for you?	_____	_____	_____
Did you find it helpful to share which values were most important to you with the other people?	_____	_____	_____
Did you learn anything about yourself during the fantasy exercise?	_____	_____	_____
Did your fantasy include continuing your education?	_____	_____	_____
Did your fantasy include getting a job?	_____	_____	_____
Did you enjoy the fantasy exercise?	_____	_____	_____
Did you find it hard to list the people you will have to deal with if you go to school or find a job?	_____	_____	_____
Was it a help to share your list with another person?	_____	_____	_____
Did you like the "I am good at" exercise?	_____	_____	_____

Did you feel embarrassed to say what you are good at?	_____	_____	_____
Did you get any useful information from (names of speakers from educational institutions or government agencies)?	_____	_____	_____
Would you go to a course on career development?	_____	_____	_____
Did you get anything out of the role playing?	_____	_____	_____
Did you get anything out of the interview?	_____	_____	_____
Did you learn something from the packets?	_____	_____	_____
Did the packets provide enough information about educational opportunities?	_____	_____	_____
Was the information about jobs useful to you?	_____	_____	_____
In the future should participants be given packets?	_____	_____	_____
Did you use the worksheets in the packets?	_____	_____	_____
Did you learn anything about higher education in the workshops?	_____	_____	_____
Did you learn anything about vocational education in the workshops?	_____	_____	_____
Did you learn anything about educational possibilities available in this area during the workshops?	_____	_____	_____
Did you learn anything about the relation between education and career choices in the workshops?	_____	_____	_____
Did you learn anything about financial aid for education in the workshops?	_____	_____	_____
Did you learn anything about yourself in the workshops?	_____	_____	_____
Did you learn anything helpful about job hunting in these workshops?	_____	_____	_____

SUGGESTED EVALUATION FORM, PART B

Put a check in column 1 if you were already aware of this factor before the workshops; put a check in column 2 if you became aware of the factor during the workshops.

	Knew before workshops	Learned during workshops
Cost of vocational education	_____	_____
Cost of higher education	_____	_____
Financial aid programs	_____	_____
Basic opportunity grants	_____	_____
Student loans	_____	_____
Scholarships	_____	_____
CETA	_____	_____
Ohio Bureau of Employment Services	_____	_____
Child care for students	_____	_____
Husband's attitude toward your getting more education	_____	_____
Job possibilities	_____	_____
Your life goals	_____	_____
Your values in life	_____	_____
Your attitude toward getting more education for yourself	_____	_____
Your attitude toward having a job for yourself	_____	_____
Asking for things you want for yourself	_____	_____
Saying "no" to people	_____	_____
Where there is training for a person like you in this area	_____	_____
That there is training available in this area that you are interested in	_____	_____

SUGGESTED EVALUATION FORM, PART C

Do you want to stay in touch, or follow up on something you started in these workshops?

Yes ☐ No ☐

If yes, what?

Do you want any further information or help from the workshop organizers?

Yes ☐ No ☐

If yes, in what area?

What is your next step after this workshop?

Verbal sharing: "What next?"

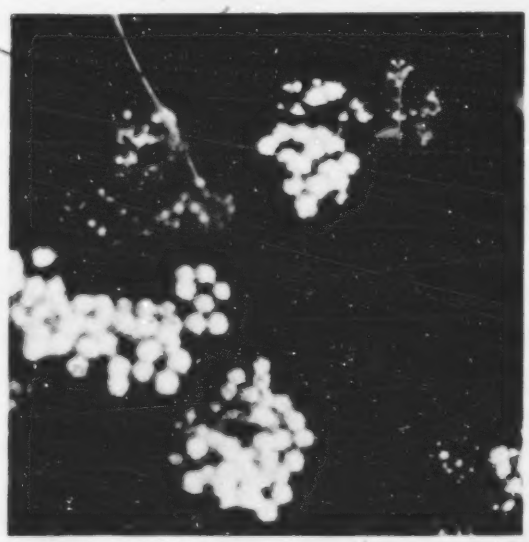
THE PURPOSE OF THIS ACTIVITY: To afford participants an opportunity to share their future hopes and plans, and have them reinforced. To create a sense of closure at the end of the workshops.

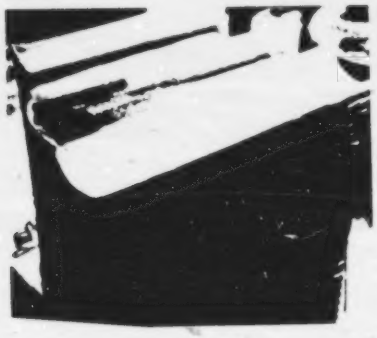
FORMAT: The total group is seated in a circle.

MATERIALS NEEDED: None

RECOMMENDATIONS: Workshop leaders may wish to begin by observing that the group is arriving at the end of one phase of its search for new directions. Explain that one method of reinforcing future plans is to share them with other members of the group. Invite the women to tell something about their next steps, even if those hopes and plans are tentative. Encourage an atmosphere of listening rather than discussion. The workshop leader and participants may ask questions for the purpose of clarification and support. The goal of this exchange is to help each woman to recognize the value of whatever next steps she may be considering.

ALTERNATIVE APPROACH: In large groups, it may be preferable to break into groups of six to eight for the sharing. If this is the case, the total group may need to come back together for some closing remarks, to give a sense of closure to the process.





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[1]Kathryn F. Clarenbach, *Educational Needs of Rural Women and Girls*, A Report of the National Advisory Council on Women's Educational Programs (Washington, D.C.: U.S. Government Printing Office, 1977 0-229-319), pp. 23-35.

[2]Paulo Freire, *Pedagogy of the Oppressed* (New York: Herder and Herder, 1970), p. 75.

[3]Dody Donnelly, *Team* (New York: Paulist Press, 1977), p. 5.

[4]Sydney B. Simon, Leland W. Howe and Howard Kirschenbaum, *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing Co., 1972), pp. 112-114.

[5]Dorothy Jongeward and Dru Scott, *Women as Winners* (Reading, Massachusetts: Addison-Wesley Publishing Co., 1976), pp. 287-289.

[6]Stanlee Phelps and Nancy Austin, *The Assertive Woman* (San Luis Obispo, California: Impact, 1975), pp. 5-8.

[7]Manuel J. Smith, *When I Say No I Feel Guilty* (New York: The Dial Press, 1975), pp. 67-82.

[8]Stanlee Phelps and Nancy Austin, *The Assertive Woman* (San Luis Obispo, California: Impact, 1975), pp. 83-93.

[9]*How to Get a Job* (Columbus, Ohio: Ohio Bureau of Employment Services, 1975), pp.10-12.

[10]Richard N. Bolles, *What Color is Your Parachute?* (Berkeley, California: Ten Speed Press, 1972).

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APPENDIX

SAMPLE FORMAT FOR WORKSHOPS

WORKSHOP I, 9:30 A.M. - 1:30 P.M.

9:30 - 10:00	Arrival, getting children settled, registration (name, address, phone number), name tags; coffee and tea available.
10:00 - 10:15	Welcome and orientation to the workshops.
10:15 - 11:00	Getting to know each other through photos.
11:00 - 11:15	Break*
11:15 - 12:00	Values related to work: an exercise (first half).
12:00 - 12:30	Lunch
12:30 - 1:15	Dreams and fantasies: an exercise
1:15 - 1:30	Closing comments. Distribution of Packet #1: interests and Directions.

WORKSHOP II, 9:30 A.M. - 1:30 P.M.

9:30 - 10:00	Arrival, getting children settled, registration of new participants; coffee and tea available.
10:00 - 10:10	Introduction to Workshop II (purposes of planned activities).
10:10 - 10:30	Introduction to Assertiveness "I am good at . . . . . ": an exercise
10:30 - 10:45	Break*
10:45 - 11:30	Obstacles: an exercise
11:30 - 12:00	Assertiveness Interviewing for a job: a role play
12:00 - 12:30	Lunch
12:30 - 1:15	Options: Broken record: a role play Saying "no": a role play Bill of Rights: a discussion
1:15 - 1:30	Closing comments. Distribution of Packets #2, 3, and 4.

*If time is at a premium, workshop leaders may invite participants to take a shorter break, and bring their beverages with them to the next activity.

WORKSHOP III, 9:30 A.M. - 1:30 P.M.

9:30 - 10:00	Arrival, getting children settled, registration of new participants; coffee and tea available.
10:00 - 11:00	Presentations by admissions officer of a local school or college, CETA or Ohio Bureau of Employment Services personnel, and/or personnel officer from local business or industry.
11:00 - 11:15	Break*
11:15 - 12:00	Questions and general discussion session involving participants and speakers.
12:00 - 12:30	Lunch
12:30 - 1:15	Evaluation: Written evaluation of the workshops Verbal sharing: "What next?"
1:15 - 1:30	Closing comments by participants and workshop leaders

*If time is at a premium, workshop leaders may invite participants to take a shorter break, and bring their beverages with them to the next activity.